



CONTRA COSTA'S PROFESSIONAL DEVELOPMENT PROGRAM FOR AB212 STATE FUNDED PROGRAMS 2011-12

Center-Based Team Professional Development Instructions for Completing the Application Forms

Center-Based Team description (Form A)

List the position of each team member in your program (for example, center director, head teacher, associate teacher, assistant teacher, etc.) and their corresponding Permit Levels. Also, indicate on Form A, whether team members are located at one site or at different sites.

In narrative form, please describe in narrative form the following:

- Roles that team members have played in the development of your proposal
- Role that the Team Leader will have during all phases of the project

Professional Development Plan (Form B)

■ Area of Program Need

Identify an area of program need from the Desired Results and define it with a brief statement. Example: *Few children are demonstrating effective social interpersonal skills.* Needs will be identified from DRDP-R, but also can include staff input, best practices in the field and/or published studies in early education, child development, and/or professional development. One area of need is all that is required; however other areas of need can be listed if the professional development plan addresses them.

■ California Early Childhood Educator Competencies

Below is an excerpt from <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

The ECE Competencies are aligned with the *California Preschool Learning Foundations* and the *California Infant/Toddler Learning & Development Foundations* to guide professional development and related quality improvement activities.

The ECE Competencies are organized into twelve overlapping areas:

- Child Development and Learning;
- Culture, Diversity and Equity;
- Relationships, Interactions, and Guidance;
- Family and Community Engagement;
- Dual-Language Development;
- Observation, Screening, Assessment, and Documentation;
- Special Needs and Inclusion;
- Learning Environments and Curriculum;
- Health, Safety, and Nutrition;
- Leadership in Early Childhood Education;
- Professionalism; and



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- Administration and Supervision.

The term *early childhood educator* includes everyone responsible for the care and education of young children.

- **Data/Evidence Used to Identify Area of Need**

Using the boxes provided in section 2, check the data or evidence used to identify the area of need.

- **Professional Development Goal/Goals**

Describe your team's Professional Development Goal to meet your identified program need and what you expect to accomplish through participation in the center-based team model program. **Describe how choosing this area will develop collaboration within your team to achieve better outcomes for children.** Example: *Increase staff ability to observe, recognize, and provide appropriate intervention strategies that will improve children's social interpersonal skills.* One goal is all that is required but include all the goals that are addressed by the Professional Development Plan.

- **Proposed Team Activities**

Describe the activities the team will engage in to meet the goal/goals. The team activities should include professional development events such as trainings, conferences and classes that advance the knowledge, understanding, and skills of team members, plus follow up support activities for implementation.

Follow up support could include common lesson design, peer observation and feedback, coaching, or book studies. The activities should be a team-building process that provides opportunities for team members to engage in exchange of knowledge and development of a professional learning team within your program.

- **Number of Hours**

Please provide the number of hours that team members will be involved in a specific activity. For planning purposes, team activities should total a minimum of 18 hours for each member of the team. Please remember that individual team members involved will be required to document their own participation in activities, independently. (See Form E)

- **Proposed Timeline or Expected Completion Date**

Give the anticipated dates for the beginning and completion of the activities i.e.: January-March. Completion of all activities must occur by May 15, 2012 to adequately evaluate the outcomes and submit summary documents.

- **Expected Cost**

Please provide the estimated costs for the activities in your plan. Not all activities will have a fiscal cost.



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Narrative (Form C)

Fostering a Professional Learning Team

Briefly describe how the activities will foster a professional learning team for peer learning, communication, mutual cooperation, professional development, personal growth and emotional support for staff.

Evaluation

Please include an explanation of how your team will evaluate the success of the activities and participation in the Center-Based Team Model. Evaluation processes should be determined before implementing the grant. It is important to identify the ways that your team will measure their success and anticipate implementation processes.

Budget (Form D)

Please provide a budget for your proposal. This is the amount you are requesting. The amount of your request should be based upon the number of team members, the types of activities and the amount of time that the team members will be involved in the activities. A minimum of 18 hours of activity per participant is required.

Individual Team Member Activity Tracking (Form E)

To adequately evaluate the participation in team-based professional learning communities, please remember that individual team members involved will be required to document their own participation in activities, independently. Please provide the Individual Team Member Activity Tracking Form to all participating team members while preparing your application.

Team Leader Contract (Form F)

To clearly identify the role and responsibilities of the Team Leader who maintains contact with the funder, provides reporting information and contact during the project timeline, and delivers information to the team, as necessary, to successfully complete the goals and activities of the grant.

S.M.A.R.T . Goals Worksheet (Form G)

The most well known method for setting objectives is the **S.M.A.R.T.** way, the SMART approach is well understood amongst managers, but is poorly practiced. S.M.A.R.T refers to the acronym that describes the key characteristics of meaningful objectives, which are **S**pecific (concrete, detailed, well defined), **M**easurable (numbers, quantity, comparison), **A**chievable (feasible, actionable), **R**ealistic (considering resources) and **T**ime-Bound (a defined time line).



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Supporting Documentation (required)

Please provide these documents:

- 1) The most recent self-review from the Desired Results submitted to the California Department of Education, Child Development Division, including your program's Action Plan

Resources for developing your proposal

The "Early Care and Education Training and Consultation Resource Guide" prepared by the Alameda County Local Planning Council is a useful resource for identifying local trainers and consultants with expertise in areas of professional development that you may incorporate in your proposal.

To download this document:

http://www.co.alameda.ca.us/childcare/documents/Updated_guide_for_publishing_on_the_web_3_24_09.pdf

The Contra Costa County Local Planning Council for Child Care and Development website [www.plan4kids](http://www.plan4kids.org) provides links to additional resources:

http://www.plan4kids.org/PDFs/LPC_Internet_Bookmarks.pdf which can be considered when developing your proposal.

Professional Learning Communities: Professional Development Strategies That Improve Instruction, retrieved on 3/16/2009, <http://www.annenberginstitute.org/pdf/ProfLearning.pdf>

Webster's New World Grantwriting Handbook, S.W. Deming-Wason (2004)

Grant Management, Jeremy L. Hall, (2010)



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Center-Based Team Professional Development Grant Application

PLEASE TYPE OR PRINT CLEARLY

Center Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Center Phone: (_____) _____ Director Phone: (_____) _____

Fax Number: (_____) _____ Director Email: _____

Organization/Agency: _____

Primary contact/Team Leader name for this project: _____

Contact/Team Leader Phone: (_____) _____ Contact E-mail: _____

Contact/Team Leader Job Title: _____

Total number of staff at program site: _____

Number of staff that will participate in the professional development team: _____

Please verify application includes:

- This cover sheet
- Team Description Form A
- Professional Development Plan Form B
- Narrative Form C
- Proposed Budget Form D
- Individual Team Member Tracking Form E
- Team Leader Contract Form F
- Environmental Rating Scale scores for each site/program classroom
- Self-review from your most recent DRDP-R

I approve this team's application and will support its Professional Development Plan.

Director Signature _____ **Date** _____

Application is due by September 12, 2011
Mail or deliver to (Do not email or fax)
 Contra Costa County Local Planning Council for Child Care and Development
 Contra Costa County Office of Education
 77 Santa Barbara Rd., Pleasant Hill, CA 94523
 Phone: 925-942-3413 • www.plan4kids.org



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Professional Development Plan (Form B)

Program Name: _____

Area of Program Need (What you identified as needing improvement)	Check the competencies needed in order to achieve your goal(s): (Refer to CA EC Educator Competencies in the Appendix pages & application instructions)	What data or evidence did the team use to identify the area of need?			
	<input type="checkbox"/> Child Development & Learning <input type="checkbox"/> Culture, Diversity & Equity <input type="checkbox"/> Relationships, Interactions and Guidance <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Dual-Language Development <input type="checkbox"/> Observation, Screening, Assessment, and Documentation <input type="checkbox"/> Special Needs and Inclusion <input type="checkbox"/> Learning Environments and Curriculum <input type="checkbox"/> Health, Safety, and Nutrition <input type="checkbox"/> Leadership in Early Childhood Education <input type="checkbox"/> Professionalism <input type="checkbox"/> Administration & Supervision	<input type="checkbox"/> DRDP-R Program Action Plan (REQUIRED) <input type="checkbox"/> ECERS Summary of Findings <input type="checkbox"/> CLASS <input type="checkbox"/> Staff Input <input type="checkbox"/> Other (please define)			
Professional Development Goal/s (What you want to accomplish)	Proposed Team Activities that will support your learning:	Vendor(s)	Number of Hours	Proposed Timeline/Expected Completion Date	Expected Cost



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Narrative (Form C)

Program Name: _____

Fostering a Professional Learning Team (please use additional paper if necessary to fully describe)

In narrative form, please describe how your proposed team activities will help to foster peer learning, communication, mutual cooperation, professional development, personal growth, and emotional support for staff.



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Evaluation

(Please use additional paper if necessary to fully describe)

Evaluation processes should be determined before implementing the grant. To adequately define whether goals are met, it is important to identify, in advance, the ways that your team will anticipate implementation processes and measure their success.

Describe the ways in which the team will evaluate and reflect on the team's effectiveness to meet the identified needs:

- What method will your team use to evaluate the overall success of the Center-Based Team Professional Development project or activities? Be specific about the tool or methods you will use to collect your data.
- What key steps hold the most value during the project?
- How will the professional development enhance your services and your ability to implement program activities in the future?
- Please provide details of your evaluation process.



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Budget Summary (Form D)

Program Name: _____

Grant Request Amount \$ _____

Category	Proposed Budget
Salaries (Cost of Substitutes): Number of sub days:	
Supplies (List): Allowable costs include workshop materials, books, resources, reference materials. Food is <u>not</u> an allowed cost.	
Travel and Conferences (List costs related to mileage, registration fees, lodging, and meals)	
Contracted Services (List)	
Other (List)	
Total	

The identified Team Leader is responsible for submitting a Mid-year and End of Year report which will serve as funding requests. He/she ensures that the budget is allocated as fully and appropriately as possible based on grant approved activities. Additional paperwork will be submitted related to grant evaluation, tracking, and progress reports. Each agency must keep copies of all receipts for submission at the end of the project. Additionally, the Team leader is responsible for monitoring that appropriate paperwork is submitted for trainers/consultants to be paid by their own organizations. Grant funds must be placed in a separate account for reporting purposes.



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Team Leader Contract (Form F)

Organization/Agency: _____

Primary contact/Team Leader name for this project: _____

Contact/Team Leader Phone: (_____) _____ Contact E-mail: _____

Contact/Team Leader Job Title: _____

Total number of staff at program site: _____

Number of staff that will participate in the professional development team: _____

As the Team Leader and primary contact for the Center Based Team Professional Development Program Grant, I will remain familiar with all grant specifics and requirements that include:

- Team member participation
- Professional Development Plan as outlined on Form B
- Narrative Form C
- Proposed Budget Form D
- Individual Team Member Activity Tracking Form E
- SMART Goals Worksheet Form G
- Self-review from your most recent DRDP-R
- Reporting documents to include
 - o Mid Year report, including narrative information, budgets, and receipts
 - o Final report, including narrative information, budgets, and receipts, and tracking forms
 - o Evaluations

I understand that by performing as Team Leader and tracking my own participation, I can receive Professional Development credit for my Child Development Permit for participating in the activities outlined above. It is my responsibility to track all of my activities on a Professional Growth Plan and Record, and to receive verification of completion from my professional growth advisor or supervisor.

Team Leader Name _____
(Please print clearly)

Team Leader Signature _____ Date _____



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**Center-Based Team Professional Development
S.M.A.R.T. GOALS WORKSHEET (FORM G)**

What is the goal of your proposal?		
Objectives	Key Points of Discussion	Action Steps
S pecific		
M easurable		
A ttainable		
R elevant		
T ime-specific	Center-Based Team Application Page 9 of 12 7/6/2011	



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Center-Based Team Professional Development

S.M.A.R.T. GOALS

It's important to understand that there is a world of difference between *goals* and *objectives*.

- **Goals** relate to our aspirations, purpose and vision. For example, I have a goal of becoming financially independent.
- **Objectives** are the battle plan, the stepping stones on the path towards the achievement of my goal.

A goal may have one or many objectives that would need to be accomplished, in order to achieve the goal.

Specific

Specific means that the objective is concrete, detailed, focused and well defined. That is the objective is straightforward, emphasizes action and the required outcome. Objectives need to communicate what you would like to see happen. To help set specific objectives it helps to ask the following questions:

- **WHAT** am I going to do? This are best written using strong, action verbs such as conduct, develop, build, plan, execute, etc. This helps your objective to be action-orientated and focuses on what's most important.
- **WHY** is this important for me to do?
- **WHO** is going to do what? Who else need to be involved?
- **WHEN** do I want this to be completed?
- **HOW** am I going to do this?

Diagnostic Questions

- What exactly are we going to do, with or for whom?
- What strategies will be used?
- Is the objective well understood?
- Is the objective described with action verbs?
- Is it clear who is involved?
- Is it clear where this will happen?
- Is it clear what needs to happen?
- Is the outcome clear?
- Will this objective lead to the desired results?



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Measurable

If the objective is measurable, it means that the measurement source is identified and we are able to track the results of our actions, as we progress towards achieving the objective. Measurement is the standard used for comparison. For example, what financial independence means to me may be totally different compared to what it means for you. As is so often quoted, **if you can't measure it, you can't manage it!** Importantly, measurement can help us to know when we have achieved our objective.

Diagnostic Questions

- How will I know that the change has occurred?
- Can these measurements be obtained?

Achievable

Objectives need to be achievable, if the objective is too far in the future, you'll find it difficult to keep motivated and to strive towards its attainment. Objectives, unlike your aspirations and visions, need to be achievable to keep you motivated. While being obtainable, objectives still need to stretch you, but not so far that you become frustrated and lose motivation.

Diagnostic Questions

- Can we get it done in the proposed timeframe?
- Do I understand the limitations and constraints?
- Can we do this with the resources we have?
- Has anyone else done this successfully?
- Is this possible?



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Realistic

Objectives that are achievable may not be realistic..... However, realistic does not mean easy. Realistic means that you have the resources to get it done. The achievement of an objective requires resources, such as, skills, money, equipment, etc. to support the tasks required to achieve the objective. Most objectives are achievable but, may require a change in your priorities to make them happen.

Diagnostic Questions

- Do you have the resources available to achieve this objective?
- Do I need to revisit priorities in my life to make this happen?
- Is it possible to achieve this objective?

Time-Bound

Time-bound means setting deadlines for the achievement of the objective. Deadlines create the all important sense of urgency. If you don't set a deadline, you will reduce the motivation and urgency required to execute the tasks. Deadlines create the necessary urgency and prompts action.

Diagnostic Questions

- When will this objective be accomplished?
- Is there a stated deadline?

“There’s a difference between interest and commitment. When you’re interested in doing something, you do it only when circumstance permit. When you’re committed to something, you accept no excuses, only results.” – Unknown

Taken from the Internet at <http://www.thepracticeofleadership.net/2006/03/11/setting-smart-objectives/> on 9/22/2010